

Hakomi Education Network Certification

The Certification and Student Development Workgroup has reviewed and recommended the following practice for certifying practitioners, teachers and trainers in HEN, in that order. Trainers need to be very clear at the beginning of and during a training, on the websites, and during the actual certification process about what certification does and does not mean. Certification is a one-time recognition of a high level of competency in the demonstration of Hakomi. It signifies that the person has the right to call themselves a Hakomi Practitioner. It is in no way a license to practise, and practitioners must understand that they may only offer Hakomi professionally within the local legal parameters and conditions depending on where they live. Trainers need to be very clear with students about the criteria, the process, the limitations, and the cost.

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The Certification Process for Practitioners

Final recognition of certification is part of the in-person and/or online coaching and training programs. After certification, a practitioner is expected to continue to hone their skills by attending events, trainings and getting regular supervision or coaching from an experienced practitioner.

If a student is interested in becoming certified as a practitioner, they should find a training team that is offering a full training program. The basics of the Hakomi Method can generally be learned over the course of 200-300 hours of training. After that period, the student is invited to continue to study as an advanced student. Once the training team is aware that the student is interested in becoming certified, they will begin to offer feedback on their work in the training sessions. The next step would be to participate in a “deepening skills” or coaching program which may be offered as part of the training, or via international certification programs sponsored by HEN.

The number of hours of training to prepare for the certification process varies from person to person. Many factors influence the process such as previous training, personal development, affinity for the method, and peer and/or professional practice outside the training.

The applicant needs to demonstrate, either in person or by recorded video sessions, skillfulness in the criteria described herein to the satisfaction of at least two Hakomi trainers.

The certification process usually requires several submissions with coaching by the home trainer over a period of time and occurs following completion of a training (although it may be possible for this process to begin during the latter part of the training). Each training team has its own style and method of certification and HEN is working towards consistency of the certification process across training sites.

When the student, some of their peers, and the primary trainer feel the student is ready for certification, the student is invited to submit recordings of sessions that represent their work.

The submission to a trainer should include one full session start to finish (30 - 60 min) along with a detailed written commentary and self-evaluation. The session needs to have good audio quality or be accompanied by a written transcript to ensure that everything can be heard and understood. Both the practitioner and the client need to be visible. The written commentary should include an overview of the session, a description of yourself as a Hakomi practitioner (strengths, what you are working on, what has improved, what is a learning edge) and a summary of the session using Hakomi language (including essential elements of the Hakomi Method). These written analyses are a good way of demonstrating your understanding of the method. The student should have peers look at the recording before submission because certification requires the approval of two trainers with a cost associated with each review of the submission.

The home trainer sets a fee for the review of recorded sessions and feedback as well as the fee for the second trainer. (This typically involves payment for 2-3 hours of time per trainer.)

The primary trainer would then invite a second trainer to review the submission. The second trainer is someone who has not worked so closely with the applicant and may be from another training site.

Once both trainers are in agreement that the work is certifiable, a certificate is issued confirming that the applicant is certified as a Hakomi Practitioner.

Requirements for Certification

HEN is looking for specific competency in the following elements of the method following a Hakomi training combined with extensive practical experience and coaching with a trainer:

A Hakomi session is expected to have the following **four key characteristics**:

1. Relational co-regulation and limbic resonance based on the state of mind of **loving presence**, along with skillful tracking and contact. This is the element of personhood and relational attunement.
2. A consistent focus of **attention on present** embodied experience and nonverbal expression.
3. Assisted self-study and self-discovery using relevant **experiments done in mindfulness**.
4. Creation and integration of an appropriate **nourishing missing experience or new possibility**.

Criteria for Certification of Practitioners

The following specific Hakomi elements must be skillfully demonstrated to at least two trainers:

1. Understanding and acceptance of HEN ethical framework.
2. Ability to sustain and demonstrate an attitude of loving presence and relational attunement in the spirit of the principles of Hakomi.
3. Evidence of healthy self-awareness, including awareness of limitations and a willingness to access mentoring as well as to refer to another therapist when appropriate.
4. Ability to sustain a focus of attention on present experience.
5. Ability to help the client get into, stay with, and report from present experience.
6. Ability to describe, evoke or cultivate and use mindfulness effectively.
7. Ability to track client's state of consciousness and embodied experience.
8. Ability to facilitate self-regulation and support client's capacity to self-study.
9. Ability to track client's nonverbal expression and embodied experience.
10. Effective use of contact statements and acknowledgements in appropriate response to the client's spontaneous behaviours.
11. Ability to track client's indicators (re models of self and the world).



12. Ability to have hypotheses about client's indicators (re. models of self and the world).
13. Ability to create and implement effective verbal and nonverbal experiments in mindfulness.
14. Effective use of verbal and nonverbal taking over techniques when appropriate.
15. Ability to recognize and adapt to unconscious needs.
16. Ability to respond appropriately and effectively to strong emotions.
17. Ability to recognize opportunities and appropriate timing to go for meaning from experience.
18. Ability to recognize and respond appropriately to what's needed - to offer comfort when necessary and create the "missing experience".
19. Ability to recognize the dynamics of a system and to "jump out of a system". This might be expressed by skillful tracking and management of the relationship, by maintaining or recovering relational connection, attunement and safety when necessary.
20. Ability to provide a suitable environment with appropriately timed interventions to facilitate the discovery and transformation of limiting core beliefs.
21. Skill in stabilizing/integrating the therapeutic experience.
22. Skillful and appropriate pacing and completion of the session.

HEN strongly recommends that Hakomi training take place partially or all in-person but it may include some online training as well. The training team will generally require that a **certain percentage** of the training be in-person.

In order to maintain a high level of **consistency** between trainers and training sites about the level of competency and what is required for practitioner certification, regular trainer peer meetings and discussions are recommended, including regular sharing of recorded sessions of applicants (with permission) and at times including a trainer from another training as a second or third trainer in the certification process.

A clear protocol for training and **certifying teachers and trainers** is currently being developed. HEN is working towards a similar set of criteria for both teachers and trainers, along the lines of what is in place for Hakomi practitioners, with guidelines for training, support, and supervision beyond the current model of apprenticeship.

Traditionally the HEN process for certifying teachers and trainers has been an apprenticeship model where prospective teachers are invited by trainers to assist in an ongoing training with supervision until they demonstrate the ability to teach portions of the training and/or present workshops outside the training. Until recently, individual training sites have been training and certifying teachers and trainers autonomously. HEN is looking for more collaboration and consistency between HEN training teams.

After certification, teachers and trainers are expected to continue to hone their skills by attending events, trainings and getting regular supervision or coaching as needed.

The Certification Process for Teachers

What it means to be a HEN “teacher”

- Assisting trainers or co-leading with a trainer in a HEN training.
- Leading workshops: Loving Presence, Personhood series, Introduction to Hakomi, etc.

[Note: When the Personhood Series is presented by a HEN “teacher,” the focus is on creating a personal self-discovery experience for the participants and not on teaching Hakomi as a method. Even an Introduction to Hakomi or a “taster” day, presented by one or more certified HEN teachers is intended to offer a personal experience using Hakomi experiences where people get a feel for Hakomi as they learn about themselves. When these workshops are presented by one or more HEN trainers, they may also include teaching some of the basic skills and techniques of Hakomi as a method and therefore can serve as training days as part of the first level of a training.]

The tradition in Hakomi is an apprenticeship model in the context of one or more HEN trainings where certified Hakomi practitioners who are interested in becoming teachers assist under the supervision and mentorship of at least one HEN trainer.

How are potential teachers recognized?

- Background experience teaching or facilitating small groups.
- Assisting over time in at least one HEN training.
- Embodying Hakomi ethical and personhood qualities.
- Ability to self-regulate and to put the needs of the group above their own needs.
- Commitment to showing up on a regular basis over a period of time.
- Personhood qualities and relational skills are apparent in different situations, inside and outside a training setting.
- Ability to work well as part of a team - reliable, responsible, willing to do what’s needed.
- Students obviously drawn to them in a training setting.
- Willingness to be proactive while allowing the process toward certification to unfold organically without an impatient or ambitious attitude of trying to make it happen which is contradictory to the Hakomi way.

How Trainers need to support potential teachers

- Giving them a role of assisting in a training.
- Supporting them to lead small groups in a training,
- Encouraging them to offer workshops outside a training (workshops offered by students who are not certified HEN teachers are not to be called “Hakomi” in the title. Hakomi may be mentioned as an acknowledgement in the description).
- Asking them to submit a summary of previous or ongoing teaching experience. Inviting them to offer a workshop with a trainer as co-leader.



- Supporting them to offer a workshop with the supervision of a trainer before and after. Asking them to offer a workshop with one or more trainers as participants either for feedback and coaching or as a final step in the certification process. (See the document entitled The Five Stages of Learning Hakomi).

Hakomi Teacher Certification Workshop

Applicants would be invited by one or more trainers after demonstrating leadership and skillfulness as assistants over time in a training setting as well as having previous recorded experience teaching and leading groups in other settings. Ideally, they have acquired evaluations from participants in one or more settings and have had a self-evaluation conversation and some mentoring from one or more trainers.

When one or more trainers feel the applicants are ready:

- A two to three-hour block would be set aside for them to present a mini workshop (in-person or online) Loving Presence or intro to Hakomi workshop. There would be an interpreter present when necessary.
- A few participants could be invited by the applicants and/or trainers.
- If two or more trainers - the mentoring trainer and at least one other - would also be there as participants and observers. The applicants would design the workshop together and share the facilitation.
- If there is only one applicant, the trainer could co-design and co-lead, giving the majority of teaching time to the applicant. There would be time at the end to debrief and to give immediate feedback. Follow-up written and/or verbal feedback would be given after the trainers have a post workshop discussion.
- Applicants pay for the whole process, the fee to be determined and agreed on prior to the online workshop demonstration.

The Certification Process for Trainers

A HEN training includes a minimum of two certified HEN trainers. When the group is small (12) the trainers may alternate as leaders. A larger training group might have two or more trainers in each session. Students in a training need to have experienced the teaching of at least two HEN trainers. HEN trainers need to first be certified as HEN practitioners and HEN teachers. When HEN teachers have worked with a trainer or training team for long enough to demonstrate the required qualities and leadership skills, one or more trainers may propose them as potential trainers.

If a certified teacher would like to continue in their growth and learning toward becoming a trainer, it is recommended that they participate in as many trainings or training sessions as possible. Ideally, they would work closely with one or more trainers or on a training team, having established clear expectations for their participation and for the mentoring needed to move to this next level. Again, this path has traditionally been based on an apprenticeship model and this only works if teachers are invited by a trainer or training team to work closely with them. In addition to working with a training team in one or more training settings, teachers need to continue to offer workshops separate from trainings in order to hone their teaching and leadership skills.

When someone is first certified as a trainer, it is expected that they will work with at least one experienced trainer who has the experience of leading or co-leading at least one full training. Sometimes two or more teachers are certified as a “training team” and will work together for at least one training under the supervision of a more experienced trainer. This supervision can be a combination of in-person co-leading or supervision and distance (online) mentoring.

Some of the additional qualities and skills required to be a certified Hakomi trainer might include:

- The ability to work with an organizer to organize and promote training events.
- The ability to attract students to a training.
- The ability to embody Hakomi personhood and relational skillfulness inside and outside the training setting.
- The ability to design training modules and training days in the context of a whole training.
- The ability to teach both in person and online creatively and effectively.
- The ability to spontaneously adjust the training plan to respond to what shows up.
- The ability to manage time effectively and respectfully.
- The ability to teach appropriately to the level of the students in two- or three-level trainings and/or multi-level trainings.
- The ability to track the energy and needs of the group and to respond appropriately.
- The ability to demonstrate Hakomi sessions, mini sessions, or parts of sessions in a relevant manner.



- The ability to respond to individual students appropriately while meeting the needs of the group as a whole.
- The ability to co-lead respectfully and creatively and work as part of a training team.
- The ability to provide students with complementary written materials or video resources.
- The ability to use a variety of teaching styles and methods and offer experiential learning practices.
- The ability to have enough financial security to not be financially motivated to become a trainer.